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ABSTRACT

This instructor's manual accompanies the 46 modules in Health Occupations Education II, the second course of a two-year course of study. Contents include a list of the modules and the performance skills covered in each module, a listing of tools and supplies required for learning activities in the modules cited by module title, an instructional references list, and a list of instructional filmstrips cited by module title. Instructor's guides for each of the 46 modules provide the following information: contents of the module (student information sheets, the student self-check, evaluator's final checklist), suggested audiovisual materials, and recommended references. Teaching suggestions; required tools, equipment, and supplies; and special teacher's notes are outlined for each learning activity in the module. Modules are divided into six packages according to six major topic areas that cover: (1) Introduction to Health Occupations Education II (7 modules); (2) Career Exploration (1 module); (3) Safety (3 modules); (4) Anatomy and Physiology (31 modules); (5) Geriatrics, or the Care of the Aging (3 modules); and (6) Microscope (1 module). Other materials in the manual include sample achievement records for Health Occupations I and II and a sample certificate to award to students completing the course of study. (YLB)

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HEALTH OCCUPATIONS EDUCATION II

Instructor's Manual

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FOREWORD

Whereas the ratio of health or medical workers, including the physician, to the patient was at most 1.5 to 1 in 1913, it is currently in the neighborhood of 14 or 15 to 1. Such a significant ratio change is indicative of the remarkable growth of health occupations, especially during the last four decades. The projected growth between now and 1990 is equally as impressive - a 40 percent increase to 2.93 million persons!

Serving as an instructor for students who are preparing to join the rapidly increasing numbers of health care teams is a unique and important responsibility. We hope that these curriculum materials will assist you in stimulating and motivating students while simultaneously preparing them for entry level job opportunities.

Barbara H. James
State Consultant
Health Occupations Education

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INTRODUCTION

The development of curriculum materials for use in South Carolina's Health Occupations Education II offerings was initiated in the summer of 1981. The materials are designed to measure student progress via performance. The performance skills are based on validated job tasks identified by practitioners in the health field.

Like its predecessor, Health Occupations Education I, which was distributed Statewide in the summer of 1981, Health Occupations Education II is organized in student modules which contain learning activities based on the identified job tasks. A concise instructor's guide accompanies each module. The modular learning approach allows for individualized instruction and flexibility in teaching styles.

Five of the forty-six modules contain learning activities designed to teach technician-level skills. These skills are performed in health care facilities employing nursing technicians. Although all students will not qualify or desire to be taught these skills for use in seeking employment at this level, the modules are being included in order to expose students to an added dimension of health care. Discretion needs to be exercised by the instructor 1) in selecting students who undertake these modules and 2) in securing sites for clinical experience. The five modules are **Sterile Dressings (IV-B-4), Tracheostomy Care (IV-F-2), Suctioning Nasal Passage and Throat (IV-F-4), Preparing and Giving Tube Feeding (IV-G-4),** and **Inserting a Catheter: Urethral and Retention (IV-H-3).**

The List of Modules is organized according to systems which are labeled IVA-K. The skills associated with each system are presented in the various modules numbered under each system heading.

An achievement record is included for use by the instructor in monitoring the individual student's progress. This record may also serve as a certification of competency to be given prospective employers. Those instructors who choose to award a special certificate to students completing the course of study may use the sample certificate shown on page 155. Additional copies may be ordered from the Health Occupations Education Unit at the SC Department of Education.

Serving as the basis for the second of a two-year course of study, Health Occupations Education II was developed and evaluated by South Carolina health occupations education instructors and students. Special appreciation is expressed to Dorothy Dantzler, Calhoun-Orangeburg Vocational Education Center; Patricia Deleone, Howard High School; and Winifred Strickland, Lake City Career and Occupational Center. These instructors agreed to field test the materials which were prepared by the individuals whose names are cited on the title page.

The staff of the State Office of Vocational Education values the Health Occupations Education I and II classroom delivery package as one means for establishing program uniformity, identifying minimum program standards, and providing a system of accountability for teachers and students. Any suggestions for improvement and expansion are welcome.

Ellen T. Hayden
Vocational Curriculum Designer

LIST OF MODULES

HEALTH OCCUPATIONS II

I. Introduction to Health Occupations Education II

  A. Legal and Ethical Standards
  B. History of Health Care
  C. Learning and Study Skills
  D. Basic Medical Terminology
  E. Self-Assessment and Personal Development
  F. Charting
  G. Care of the Patient Unit

II. Career Exploration

  A. Exploring Health Careers

III. Safety

  A. Safety and Fire Prevention
  B. Body Mechanics for the Health Care Worker: Body Alignment, Balance, and Movement
  C. Safe and Effective Body Movement

IV. Anatomy and Physiology

  A. Introduction to Anatomy and Physiology
  B. Integumentary System
    1. Application of Heat
    2. Application of Cold Compresses
    3. Shaving the Operative Site
    4. Sterile Dressings
  C. Muscular System
  D. Skeletal System
    1. Care of the Patient in Traction
    2. Care of the Patient with a Cast
  E. Circulatory System
    1. CPR - Cardiopulmonary Resuscitation
  F. Respiratory System
    1. Care of the Patient Receiving Oxygen
    2. Tracheostomy Care
    3. Collection of Sputum Specimen
    4. Suctioning Nasal Passage and Throat
  G. Digestive System
    1. Colostomy Care
    2. Bowel Elimination
    3. Basic Nutrition and Diet Therapy
    4. Preparing and Giving Tube Feeding (Gavage)

*Skills for use at technician level

- H. Urinary System
    - 1. Urinary Catheter Care for Indwelling Catheter
    - 2. Obtaining Urine Specimens from the Catheterized Patient
    - 3. Inserting a Catheter: Urethral and Retention (Removal of Retention Catheter)
- I. Reproductive System
    - 1. Vaginal Irrigation
    - 2. Perineal Care

- J. Endocrine System
- K. Nervous System

V. Geriatrics, or The Care of the Aging

- A. Geriatrics, or The Care of the Aging
- B. Care of the Dying Patient
- C. Postmortem Care

VI. Microscope

- A. Care and Use of the Microscope

*Skills for use at technician level

TOOLS AND SUPPLIES

Many of the learning activities in the **Health Occupations Education II** modules require specific tools and supplies. The items have been listed in the following section; they are cited by module title.

I-A Legal and Ethical Standards

Filmstrip projector, screen, cassette player, **Taber's Medical Cyclopedic Dictionary**, and teacher-prepared examination.

I-B History of Health Care

Filmstrip projector, screen, cassette player, and teacher-prepared examination.

I-C Learning and Study Skills

Teacher-prepared examination.

I-D Basic Medical Terminology

Teacher-prepared examination.

I-E Self-Assessment and Personal Development

Taber's Cyclopedic Medical Dictionary, magazines, poster paper, glue, tape, and teacher-prepared examination.

I-F Charting

Filmstrip projector, screen, cassette player, chartholder, charting forms, Kordex, pen, pencils (red and blue), and teacher-prepared examination.

I-G Care of the Patient Unit

Taber's Cyclopedic Medical Dictionary, bed, night stand, overbed table, wastebasket, basin, emesis basin, bedpan, water pitcher, glass and teacher-prepared examination.

II-A Exploring Health Careers

Filmstrip projector, cassette player, screen, slide projector, and teacher-prepared examination.

III-A Safety and Fire Prevention

Taber's Cyclopedic Medical Dictionary, filmstrip projector, screen, cassette player, and teacher-prepared examination.

III-B Body Mechanics for the Health Care Worker: Body Alignment, Balance and Movement

Taber's Cyclopedic Medical Dictionary, filmstrip projector, cassette player, screen, and teacher-prepared examination.

III-C Safe and Effective Body Movement

Filmstrip projector, screen, cassette player, slipper, objects weighing at least 5 lbs. and 10 lbs., cabinet or shelf to reach and to place object, step stool, utility cart or tray.

IV-A Introduction to Anatomy & Physiology

Taber's Cyclopedic Medical Dictionary, teacher-prepared examination.

IV-B Integumentary System

Filmstrip projector, cassette player, screen, **Taber's Cyclopedic Medical Dictionary**, and teacher-prepared examination.

IV-B-1 Application of Heat

Filmstrip projector, screen, cassette player, **Taber's Cyclopedic Medical Dictionary**, chart with physician's order, heating pad and cover, basin with hot water, Kwik heat pack, towel or 4 x 4 compresses, watch or clock, and bath thermometer.

IV-B-2 Application of Cold Compresses

Filmstrip projector, screen cassette player, chart with physician's order, ice bag, cap and/or collar, basin with ice, Kwik cold pack, 4 x 4 compresses, and watch or clock.

IV-B-3 Shaving the Operative Site

Filmstrip projector, cassette player, screen, students may bring their own supplies or prep tray and warm water, two disposable plastic bowls, cotton tip applicator, 3 x 3 gauze pads, towels, wash cloth, soap (Castile or PhisoHex), bed or stretcher, chart with physician's order for surgery of area to be shaved, razors and box or receptacle to dispose of razors.

IV-B-4 Sterile Dressings

Filmstrip projector, cassette player, screen, sterile gloves, sterile gauze, tape, sterile towel (2), sterile cotton balls, sterile cup, cleansing solution, sterile forceps (2), paper bag, and **Taber's Cyclopedic Medical Dictionary.**

IV-C Muscular System

Filmstrip projector, screen, cassette player, **Taber's Cyclopedic Medical Dictionary**, Oklahoma State Department of Education material - Musculoskeletal System, and teacher-prepared examination.

IV-D Skeletal System

Filmstrip projector, screen, cassette player, **Taber's Cyclopedic Medical Dictionary**, and teacher-prepared examination.

IV-D-1 Care of the Patient in Traction

Filmstrip projector, screen, cassette player, traction set-up and patient in traction.

IV-D-2 Care of the Patient with a Cast

Filmstrip projector, screen, cassette player, patient or manikin with cast, basin, soap and water, bath towel and washcloth, lotion, gauze and tape.

IV-E Circulatory System

Taber's Cyclopedic Medical Dictionary, filmstrip projector, cassette player, and screen.

IV-E-1 CPR - Cardiopulmonary Resuscitation

Projector, cassette player and screen.

IV-F Respiratory System

Taber's Cyclopedic Medical Dictionary and teacher-prepared examination.

IV-F-1 Care of the Patient Receiving Oxygen

Fillmstrip projector, cassette player, screen, oxygen set-up, student volunteer or teaching manikin, and pages HSC 163-C through HSC 177-C, Oklahoma State Department of Education material.

IV-F-2 Tracheostomy Care

Cannulas, obturator, tracheal dilater, manikin, tracheostomy care kit and supplies, compresses, gloves, suction machine and apparatus, filmstrip projector, cassette player, and screen.

IV-F-3 Collection of Sputum Specimen

Specimen containers, labels, patient chart with physician's orders, tissues, emesis basin, pen, glass of water, and laboratory requisition.

IV-F-4 Suctioning Nasal Passage and Throat

Suction apparatus, tubing, and manikin (or student volunteer).

IV-G Digestive System

Taber's Cyclopedic Medical Dictionary, filmstrip projector, cassette player, screen, human torso model, and teacher-prepared examination.

IV-G-1 Colostomy Care

Filmstrip projector, cassette player, screen, colostomy appliance, manikin with simulated colostomy, ointment, adhesive and irrigation materials.

IV-G-2 Bowel Elimination

Filmstrip projector, cassette player, screen, enema simulator or manikin, enema materials and solutions, rectal tube, bath thermometer, and physician's orders.

IV-G-3 Basic Nutrition and Diet Therapy

Taber's Cyclopedic Medical Dictionary, magazines that contain food pictures, scissors, gloves, magic markers, letters of alphabet, poster paper, and teacher-prepared examination.

IV-G-4 Preparing and Giving Tube Feeding (Gavage)

Filmstrip projector, screen, cassette player, asepto syringe, warmed formula, container with water at room temperature, towel, patient or simulator with masogastric or gastrostomy tube, and physician's orders.

IV-H Urinary System

Taber's Cyclopedic Medical Dictionary, filmstrip projector, cassette player, screen, charts or diagrams, human torso model, and teacher-prepared examination.

IV-H-1 Urinary Catheter Care for Indwelling Catheter

Filmstrip projector, cassette player, screen, patient or manikin with Foley catheter, catheter care kit or disposable gloves, cotton balls, small basin, and providone-iodine solution.

IV-H-2 Obtaining Urine Specimens from the Catheterized Patient

Patient or simulator with urinary catheterization, alcohol swabs, small injection syringe (2cc) with needle (25 gauge), retention catheter connected to drainage bag, sterile specimen container, laboratory requisition for culture, and container to dispose of needle.

IV-H-3 Inserting a Catheter: Urethral and Retention
(Removal of Retention Catheter)

Filmstrip projector, cassette player, screen, physician's order, manikin, bath blanket, hand washing facilities, catheter tray with sterile gloves, adequate light, chart for recording procedure, Foley catheter tray with drainage bag, treatment sheet or notes, injection syringe with needle, and paper bag or paper towel.

IV-I Reproductive System

Taber's Cyclopedic Medical Dictionary, filmstrip projector, screen, cassette player, and teacher-prepared examination.

IV-I-1 Vaginal Irrigation

Manikin, physician's order, vaginal irrigation kit, bed protector, gloves, cup with cotton ball, irrigation stand, solution ordered by physician, bed pan with toilet tissue, and chart.

IV-I-2 Perineal Care

Perineal care set, 250cc container for solution, cotton balls or wipes, dressing or sanitary pad, T-binder, dressing forcep (optional), plastic bag, disposable gloves, manikin, bed pan, and bath blanket.

IV-J Endocrine System

Taber's Cyclopedic Medical Dictionary, filmstrip projector, cassette player, screen, and teacher-prepared examination.

IV-K Nervous System

Overhead projector and teacher-prepared transparencies and examination.

V-A Geriatrics, or The Care of the Aging

Taber's Cyclopedic Medical Dictionary, filmstrip projector, cassette player, screen, library resources such as periodicals encyclopedia, etc., podium for student to place notes, and teacher-prepared examination.

V-B Care of the Dying Patient

Filmstrip projector, screen, cassette player, **Taber's Cyclopedic Medical Dictionary**, and teacher-prepared examination.

V-C Postmortem Care

Filmstrip projector, screen, cassette player, three tags, clean gown, basin, soap, water, towel, wash cloth, rubber bands, envelope for valuables, shroud, 4 x 4 gauze, cotton balls, paper bag, valuables list, and manikin.

VI-A Care and Use of the Microscope

Filmstrip projector, screen, cassette player, microscope, slide (for each student), slide cover, newspaper, magazine, scissors, water with dropper, lens paper or clean cloth, and teacher-prepared examination.

INSTRUCTIONAL REFERENCES

The primary reference recommended for reading assignments in these modules is:

Wood, Lucile A. and Rambo, Beverly J. **Nursing Skills for Allied Health Services.** 2nd ed. Philadelphia: W. B. Saunders Company, 1977.

Additional references that may be used to supplement the primary text are:

American National Red Cross. **Red Cross CPR Module in Respiratory and Circulatory Emergencies.** 1980 ed. Central South Carolina Chapter, 1100 Shirley Street, Columbia, SC or appropriate local Red Cross office.

Birchenal, Joan M. and Streight, Mary E. **Introduction to Health Careers.** Philadelphia: J. P. Lippincott, 1978.

Caldwell, Esther and Hegner, Barbara R. **Geriatrics Nursing: A Study of Maturity.** Allbany, NY: Delmar Publishers, 1981.

Caldwell, Esther and Hegner, Barbara R. **Health Assistant.** Allbany, NY: Delmar Publishers, 1980.

Edwards, Gabrille I. and Cimmino, Marion. **Laboratory Techniques for High Schools.** Woodbury, NY: Burrows Educational Series, Inc., 1974.

Ferris, B. Elvira and Skelley, Esther. **Body Structures and Functions.** Albany, NY: Delmar Publishers, 1979.

Linne, Jean and Ringsrud, Karen. **Basic Laboratory Techniques for the Laboratory Technician,** 1970.

Oklahoma Department of Education. **Health Occupations Education: Health Service Careers.** Stillwater, Oklahoma, 1978.

Otto, Julian and Tether, Nassif. **Modern Health.** Chamblee GA: Holt, Rinehart and Winston, Inc., 1980.

Taber, Clarence W. **Taber's Cyclopedic Medical Dictionary.** Philadelphia: Davis Co., 1981.

Virginia State Department of Education. **Nursing Assistant Catalog.** 1976. Vocational - Technical Education Consortium of States (V-TECS), 795 Peachtree St. NE, Atlanta, GA.

Wittman, Karl S. **Basic Sciences for Health Careers.** Albany, NY: Delmar Publishers, 1979.

Pamphlets

Greater Columbia Chamber of Commerce and University of South Carolina College of Health. **Health Careers: A Guide to Selected Careers in Health.** Columbia, SC, 1981.

St. Paul Fire and Marine Insurance Co. **Basic Guide for Fire Safety in Hospital and Medical Facilities.** Deerfield, MA: Dray Publishing Co., July 1978 and March 1979.

INSTRUCTIONAL FILMSTRIPS

Most of the filmstrips which are suggested for these modules are available from:

Trainex Corporation
P. O. Box 116
Garden Grove, CA 92642

Others sources are available from:

Concept Media
P. O. Box 19542
Irvine, CA 92714

Career Aids, Inc.
5024 Lankershire Blvd.
North Hollywood, CA 91601

Trainaide
229 North Central Avenue
Garden Grove, CA 92642

Module		**Filmstrip**
I-A	Legal and Ethical Standards	"The Nurse, Ethics and the Law: Professional Ethics" (Trainex) "The Nurse, Ethics and the Law: Negligence and Malpractice" (Trainex)
I-B	History of Health Care	"The Story of Nursing Care" (Trainex)
I-C	Learning and Study Skills	None
I-D	Basic Medical Terminology	None
I-E	Self-Assessment and Personal Development	None
I-F	Charting	"Observation and Charting" (Trainex) "Maintaining the Patient's Chart" (Trainex) "Transcribing the Doctor's Orders" (Trainex)
I-G	Care of the Patient Unit	None
II-A	Exploring Health Careers	"Orientation: Joining the Health Care Team" (Trainex)

III-A	Safety and Fire Prevention	"How's Your Safety Profile" (Trainex) "Safety in a Medical Facility" (Trainex) "How to Work All Day Without Getting Hurt" (Trainex) "Patient Safety, Thermometers to Wheel Chairs" (Trainex)
III-B	Body Mechanics for the Health Care Worker: Body Alignment, Balance and Movement	"Body Mechanics" (Trainex)
III-C	Safe and Effective Body Movement	"Lifting and Moving" (Trainex)
IV-A	Introduction to Anatomy and Physiology	None
IV-B	Integumentary System	"Your Skin" (SC Department of Health and Environmental Control) "Your Hair and Scalp" (SC Department of Health and Environmental Control) "You Can Do Something About Acne" (SC Department of Health and Environmental Control)
IV-B-1	Application of Heat	"Local Applications of Heat and Cold" (Trainex)
IV-B-2	Application of Cold Compresses	"Local Applications of Heat and Cold" (Trainex)
IV-B-3	Shaving the Operative Site	"Preoperative Skin Preparation" (Trainex)
IV-B-4	Sterile Dressings	"Sterile Technique and Dressing Change" (Trainex)
IV-C	Muscular System	"The Skeletal and Muscular System" (Trainex)

IV-D	Skeletal System	"I am Joe's Spine (SC Department of Health and Environmental Control) "Human Body - The Muscular System" (SC Department of Health and Environmental Control) "The Skeletal and Muscular System" (Trainex)
IV-D-1	Care of the Patient in Traction	"Care of the Patient in Traction"
IV-D-2	Care of the Patient with a Cast	"Care of the Patient in a Cast" (Trainex)
IV-E	Circulatory System	"How Your Heart and Circulation Work" (Trainex) "Heart: Anatomy I" (Trainex) "Heart: Anatomy II" (Trainex)
IV-E-1	CPR - Cardiopulmonary Resuscitation	"CPR: A Second Chance for Life" (Trainex) "CPR: Technique for One Rescuer" (Trainex) "CPR: Technique for Two Rescuers" (Trainex) "CPR: Technique for Infants and Children" (Trainex)
IV-F	Respiratory System	"Physiology of Respiration" (Trainex) "Respiratory System, Digestive System and Special Senses" (Trainex)
IV-F-1	Care of the Patient Receiving Oxygen	"Oxygen Administration" (Trainex)
IV-F-2	Tracheostomy Care	"Tracheostomy Care" (Trainex) "Tracheostomy Care - The Cuffed Tube" (Trainex)
IV-F-3	Collection of Sputum Specimen	None
IV-F-4	Suctioning Nasal Passage and Throat	None
IV-G	Digestive System	"Physiology of Upper Gastrointestinal Tract" (Trainex) "Physiology of Lower Gastrointestinal Tract" (Trainex) "Respiratory System, Digestive System and Special Senses" (Trainex)

IV-G-1	Colostomy Care	"Colostomy Care" (Trainex) "Colostomy Irrigation" (Trainex)
IV-G-2	Bowel Elimination	"Cleansing Enema" (Trainex)
IV-G-3	Basic Nutrition and Diet Therapy	None
IV-G-4	Preparing and Giving Tube Feeding	"Gavage" (Trainex)
IV-H	Urinary System	"Anatomy of the Kidney, Ureters and Bladder" (Trainex)
IV-H-1	Urinary Catheter Care for Indwelling Catheter	"Urinary Care" (Trainex)
IV-H-2	Obtaining Urine Specimens from the Catheterized Patient	None
IV-H-3	Inserting a Catheter: Urethral and Retention (Removal of Retention Catheter)	"Urinary Catheterization" (Trainex)
IV-I	Reproductive System	"Reproductive System" (Trainex) "Reproductive System" (Encyclopedia Britainnica) "Human Reproduction" (SC Department of Health and Environmental Control)
IV-I-1	Vaginal Irrigation	None
IV-I-2	Perineal Care	None
IV-J	Endocrine System	"Endocrine System" (Trainex)
IV-K	Nervous System	None
V-A	Geriatrics, or The Care of The Aging	"Growing Old in America" (Trainex) "Gerontological Nursing: A New Breed, A Growing Need" (Trainex) "The Challenges of Aging: Change and Loss" (Trainex) "Human Sexuality with Aging" (Trainex)
V-B	Care of the Dying Patient	"Care of the Patient Who is Dying" (Trainex) "Care of the Patient with Terminal Cancer" (Trainex) "Death and Dying" series (5 films) (SC Department of Mental Health)

V-C	Postmortem Care	"Care of the Patient Who is Dying" (Trainex)
VI-A	Care and Use of the Microscope	"The Microscope, Parts I and II" (Trainex)

INSTRUCTOR'S GUIDES

Legal and Ethical Standards
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 — Legal and Ethical Standards — Terminology	3	3
Student Self-Check		
Legal and Ethical Standards — Fill in the Blanks	4	4
Evaluator's Final Checklist: Legal and Ethical Standards (teacher-prepared written examination)	5	5

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrips: "The Nurse, Ethics and the Law: Professional Ethics"	2
"The Nurse, Ethics and the Law: Negligence and Malpractice"	2

RECOMMENDED REFERENCES

	Activity
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 1-23	1

Module I-A

Legal and Ethical Standards

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Allow entire class to view filmstrip. If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	Review terminology aloud with class.	*Taber's Cyclopedic Medical Dictionary*	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

History of Health Care
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – History of Health Care	1	3
Student Assignment Sheet No. 1 – History of Health Care – Research	4	4
Student Assignment Sheet No. 2 – History of Health Care – Research	5	5
Student Self-Check		
History of Health Care – Terminology, True or False	7	6
Evaluator's Final Checklist: History of Health Care (teacher-prepared written examination)	8	8
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "The Story of Nursing Care"	2	
RECOMMENDED REFERENCES		
Joan Birchenal and Mary Streight, *Introduction to Health Careers*, pages 2-7	1	

Module I-B

History of Health Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	Provide sufficient time to accomplish this research activity at school library, hospital library or community library.		Provide librarian with copy of module prior to scheduled visit.
4	Same as No. 3		
5	Same as No. 3		
6	Discuss with entire group and/or small groups. Provide specific information you wish them to know.		
7	None		Make answer key available to student.
8	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module I-C

Learning and Study Skills
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 — Learning Skills	1	3
Student Information Sheet No: 2 — Study Skills	1	6
Student Self-Check		
Learning and Study Skills — Terminology, 6—Item Quiz	4	9
Evaluator's Final Checklist: Learning and Study Skills (teacher-prepared written examination)	5	

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

Julian Otto and Nassif Tether, *Modern Health*, pages 85-98

Module 1a

Learning and Study Skills

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Team or group assignments may be applicable at this point.		This activity encourages students to think about what is effective for them and evaluate what they are doing, determining if improvement is necessary.
3	Arrange sufficient time to allow group to share ideas.		
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	Correct and return as quickly as possible in order that the student might profit during the remainder of the course.

Module I-D

Basic Medical Terminology
(Title)

CONTENTS OF MODULE

Student Information

	Activity	Page
Student Information Sheet No. 1 – Basic Medical Terminology (abbreviations)	2	3
Student Information Sheet No. 2 – Basic Medical Terminology (prefixes, suffixes, root words)	2	4

Student Self-Check

	Activity	Page
Basic Medical Terminology – Definitions	3	5
Evaluator's Final Checklist: Basic Medical Terminology (teacher-prepared written examination)	4	

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 143-146	1
Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services,* pages 368-370	1
Karl S. Wittman, *Basic Sciences for Health Careers,* pages 1-12	1

Module I-D

Basic Medical Terminology

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None		
3	None		Make answer key available to student.
4	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module I-E

Self-Assessment and Personal Development
(Title)

CONTENTS OF MODULE

Student Information

	Activity	Page
Student Assignment Sheet No. 1 – Self-Assessment and Personal Development (Terminology)	2	3
Personal Collage	3	
Student Assignment Sheet No. 2 – Self-Assessment and Personal Development (Discussion Questions)	4	4

Student Self-Checks

	Activity	Page
Self-Assessment and Personal Development – Matching	5	5
Evaluator's Final Checklist: Self-Assessment and Personal Development (teacher-prepared written examination)	6	6

SUGGESTED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity	Page
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 11-13	1	
Oklahoma State Department of Education, *Health Occupations Education: Health Service Careers*, Module HSC 5–B	1	

Module II-E

Self-Assessment and Personal Development

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None	*Taber's Cyclopedic Dictionary*	
3	Conduct group discussion on ideas to be used in preparing collage, thereby giving the less creative student an opportunity to glean from the more creative student.	Magazines Poster paper Glue Tape	
4	Organize the class into small groups for sharing of ideas (after questions have been answered individually).		
5	None		Make answer key available to student.
6	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module I-F

Charting
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Charting – Terminology, True or False	3	3
Evaluator's Final Checklist: Charting (teacher-prepared written examination)	4	5

SUGGESTED AUDIO-VISUAL MATERIALS

	Activity	Page
Trainex filmstrips: "Observation and Charting" "Maintaining the Patient's Chart" "Transcribing the Doctor's Orders"	2	

RECOMMENDED REFERENCES

	Activity	Page
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 361-368	1	
Oklahoma State Department of Education, *Health Occupations Education: Health Service Careers*, Module 313-D	1	

Module I:F

Charting

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrips are not available, use other appropriate audiovisual materials. Using authenic charting supplies, have the students complete a mock chart.	Filmstrip projector Screen Cassette player Chartholder Charting forms Kordex, pen, pencils (red and blue)	
3	None		Make answer key available to student.
4	Use Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module I-G

Care of the Patient Unit

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 – Care of the Patient Unit (Terminology)	2	3
Student Self-Check		
Care of the Patient Unit – 5- Item Quiz	4	4
Evaluator's Final Checklist: Care of the Patient Unit (teacher-prepared written examination)	5	6

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 33-41	1
Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 24-31	1

Care of the Patient Unit

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None	*Taber's Cyclopedic Medical Dictionary*	
3	Allow sufficient time for practice.	Bed, night stand, overbed table,waste basket, basin, emesis basin, bedpan, water pitcher and glass	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module II-A

Exploring Health Careers

(Title)

CONTENTS OF MODULE

Student Information

	Activity	Page
Student Information Sheet No. 1 — Exploring Health Careers	2	3
Student Assignment Sheet No. 1 — Health Careers	5	10
Student Assignment Sheet No. 2 — Explore a Chosen Health Career	6	11
Student Assignment Sheet No. 3 — Examination of Job Interests	8	13
Student Assignment Sheet No. 4 — Evaluate a Career Choice	9	15
Student Assignment Sheet No. 5 — Health Career Needs	10	17

Student Self-Check

	Activity	Page
Exploring Health Careers — 14-Item Quiz	11	19
Evaluator's Final Checklist: Exploring Health Careers (teacher-prepared written examination)	12	25

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip: "Orientation: Joining the Health Care Team"	4

RECOMMENDED REFERENCES

	Activity
Joan Birchenall and Mary Streight, *Introduction to Health Careers*	1
Julian Otto and Nassif Tether, *Modern Health*, pages 447-462	1
Greater Columbia Chamber of Commerce and University of South Carolina College of Health, *Health Careers : A Guide to Selected Careers in Health* (available from South Carolina Department of Education)	3

Module II-A

Exploring Health Careers

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None		
3	Obtain brochures from South Carolina Department of Education.		
4	If recommended filmstrip is not available, use other appropriate audiovisual materials. If suitable for your class of students, borrow *Components of Business Success*, a slide-sound presentation, from the business education department.	Filmstrip projector Cassette player Screen Slide projector	
5	None		
6	None		
7	Arrange time for reports. Guest speakers may be desirable.		Assist student to arrange for guest speaker if desired. May wish to limit time for reports.

Exploring Health Careers

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
8	None		
9	None		
10	Distribute *Job Seeking: How and Where* student manuals (preferably one copy per student). Select and teach appropriate lessons from accompanying *Instructor's Guide* and/or secure a guest speaker to instruct the students on resume writing and the job interview and application process.		*Job Seeking: How and Where* student's and instructor's documents are produced by the Office of Vocational Education, South Carolina Department of Education.
11	Self-check may be an "open book" type check, if desired.		Make answer key available to student.
12	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module III-A

Safety and Fire Prevention

(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 1 – Safety and Fire Prevention (Terminology)	2	3
Student Information Sheet No. 1 – Employee Safety	4	4
Student Information Sheet No. 2 – Patient Safety	4	6
Student Information Sheet No. 3 – Basic Guide for Fire Safety	4	9
Student Self-Check		
Safety and Fire Prevention – Matching, True or False, Multiple Choice	6	12
Evaluator's Final Checklist: Safety and Fire Prevention (teacher-prepared written examination)	7	15

SUGGESTED AUDIO-VISUAL MATERIALS

Trainex filmstrips: "How's Your Safety Profile," "Safety in a Medical Facility," "How to Work All Day Without Getting Hurt," "Patient Safety, Thermometers to Wheel Chairs"	3	

RECOMMENDED REFERENCES

Lucile Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 24-36	1	
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 38-48	1	
St. Paul Fire and Marine Insurance Company, *Basic Guide for Fire Safety in Hospital and Medical Facilities*	4	

Module III-A

Safety and Fire Prevention

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None	*Taber's Cyclopedic Medical Dictionary*	
3	If recommended filmstrips are not available use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
4	Provide sufficient time for study and absorption of facts. Order and distribute safety booklet from St. Paul Fire and Marine Insurance Company if it would enhance the reading material.		
5	Review key points with group.		

Module III-A

Safety and Fire Prevention

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		Make answer key available to student.
7	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module III-B

**Body Mechanics for the Health Care Worker:
Body Alignment, Balance, and Movement**
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – Body Alignment and Balance	1	3
Student Assignment Sheet No. 1 – Body Mechanics	2	4
Student Self-Checks		
Body Mechanics for the Health Care Worker – Terminology	3	5
Body Mechanics for the Health Care Worker – Body Alignment, Balance, and Movement	9	6
Evaluator's Final Checklist: Body Mechanics for the Health Care Worker: Body Alignment, Balance and Movement (performance and teacher-prepared written examination)	10	8
SUGGESTED AUDIO-VISUAL MATERIALS		
Trainex filmstrip: "Body Mechanics"	4	
RECOMMENDED REFERENCES		
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 59-82	1	

Module III-B

Body Mechanics for the Health Care Worker: Body Alignment, Balance, and Movement

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Review terms with the entire class.	*Taber's Cyclopedic Medical Dictionary*	
3	None		Make answer key available to student.
4	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Cassette player Screen	
5	Demonstrate and discuss key points of body alignment.		

Module III-B

Body Mechanics for the Health Care Worker: Body Alignment, Balance, and Movement

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Provide ample time for practice.		
7	Provide ample time for practice.		
8	Provide ample time for practice.		
9	None		Make answer key available to student.
10	Use Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

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Module III-C

Safe and Effective Body Movement
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – Safe and Effective Body Movement	2	3
Student Self-Check		
Safe and Effective Body Movement – Terminology, Completion	3	6
Evaluator's Final Checklist: Safe and Effective Body Movement (performance)	6	8

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip: "Lifting and Moving"	4

RECOMMENDED REFERENCES

	Activity
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 83-98	1

Module III-C

Safe and Effective Body Movement

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None		
3	None		Make answer key available to student.
4	If recommended filmstrip is not available, use other appropriate audiovisual material. If no audiovisual material can be used, demonstrate the procedure followed in lifting and moving.	Filmstrip projector Screen Cassette player	
5	Allow sufficient time for practice.	Slipper Object weighing at least 5 lbs. Object weighing at least 10 lbs. Cabinet or shelf to reach and to place object Step stool Utility cart or tray	
6	Use the Evaluator's Final Checklist for checking out the student.		

Module IV-A

Introduction to Anatomy and Physiology
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1: Introduction to Anatomy and Physiology – Terminology	2	3
Student Self-Check		
Introduction to Anatomy and Physiology – Definition	3	4
Evaluator's Final Checklist: Introduction to Anatomy and Physiology (teacher-prepared written examination)	4	6

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 160-166	1
Elvira B. Ferris and Esther Skelley, *Body Structures and Functions,* pages 1-11	1
Karl S. Wittman, *Basic Sciences for Health Careers,* pages 13-23	1

Introduction to Anatomy and Physiology

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None	*Taber's Cyclopedic Medical Dictionary*	
3	None		Make answer key available to student.
4	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module IV-B

Integumentary System
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 – Integumentary System – Terminology	3	3
Student Self-Check		
Integumentary System – 5-Item Quiz	4	4
Evaluator's Final Checklist: Integumentary System (teacher-prepared written examination)	5	6

SUGGESTED AUDIOVISUAL MATERIALS

	Activity	Page
South Carolina Department of Health and Environmental Control filmstrips: "Your Skin," "Your Hair and Scalp," "You Can Do Something About Acne"	2	

RECOMMENDED REFERENCES

	Activity	Page
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 193-198	1	
Elvira B. Ferris and Esther Skelley, *Body Structures and Functions*, pages 101-105	1	
Karl S. Wittman, *Basic Sciences for Health Careers*, pages 60-68	1	

Module IV-B

Integumentary System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended films are not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module IV-B-1

Application of Heat
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 – Application of Heat – Terminology	3	3
Student Self-Check		
Application of Heat – 6 – Item Quiz	4	4
Evaluator's Final Checklist: Application of Heat (performance)	6	6

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip: "Local Applications of Heat and Cold"	2

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 104-111	1
Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 573-585, 590-596	

Module IV-B-1

Application of Heat

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual material.	Filmstrip projector Screen Cassette player	
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	None		Make answer key available to student.
5	Allow *sufficient* time to practice.	Chart with physician's order Heating pad and cover Basin with hot water Kwik heat pack 4x4 compresses or towel Watch or clock, bath thermometer	
6	Use Evaluator's Final Checklist for checking out the student.		

Module **IV-B-2**

Application of Cold Compresses
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Application of Cold Compresses – Multiple Choice, Matching	4	3
Evaluator's Final Checklist: Application of Cold Compresses (performance)	5	5
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Local Applications of Heat and Cold"	1	
RECOMMENDED REFERENCES		
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 104-111	1	
Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 573-577, 586-596	1	

Module IV-B-2

Application of Cold Compresses

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended film is not available, use other appropriate audiovisual material.	Filmstrip projector Screen Cassette player	
3	Allow *sufficient* time to practice.	Chart with physician's orders Ice bag, cap and/or collar Basin with ice Kwik cold pack 4x4 comprsses Watch or clock	
4	None		Make answer key available to student.
5	Use Evaluator's Final Checklist for check-out the student.		

Module IV-B-3

Shaving the Operative Site
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Preparation of Skin for Surgery	3	3
Student Self-Check		
Shaving the Operative Site – 8-Item Quiz	3	11
Evaluator's Final Checklist: Shaving the Operative Site (performance)	4	13

SUGGESTED AUDIOVISUAL MATERIALS

	Activity	Page
Trainex filmstrip: "Preoperative Skin Preparation"	2	2

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant,* page 183

Module IV-B-3

Shaving the Operative Site

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Demonstrate if filmstrip is not available.	Filmstrip Projector Cassette player Screen	
3	None		Make answer key available to student.
4	Assign partners for purposes of practice and check-out activities.	Students may bring their own supplies. Skin Prep tray and warm water 2 disposable plastic bowls Cotton tip applicator 3 x 3 gauze pads Towels	Shave axilla or legs. Practice on one; check-off on the other.
		Wash cloth Soap (Castile or PhisoHex) Bed or stretcher Chart with physician's order for surgery of area to be shaved Box or receptacle to dispose of razors Razors	

Module IV-B-4

Sterile Dressings
(Title)

CONTENTS OF MODULE

Student Information

	Activity	Page
Student Information Sheet No. 1 – Sterile Dressings - Purpose and Method	1	3
Student Information Sheet No. 2 – Dressing of Wound	1	5
Student Information Sheet No. 3 – Handling Sterile Supplies and Equipment	1	6
Student Information Sheet No. 4 – Precautions	1	7
Student Assignment Sheet No. 1 – Sterile Dressings	3	8

Student Self-Check

	Activity	Page
Sterile Dressings – True/False	4	9
Evaluator's Final Checklist: Sterile Dressings (performance)	6	11

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip: "Sterile Technique and Dressing Change"	2

RECOMMENDED REFERENCES

Module IV-B-4

Sterile Dressing

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audio-visual material.	Filmstrip projector Cassette player Screen	
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	None		Make answer key available to student.
5	Allow sufficient time for practice.	Sterile gloves Sterile gauze Tape Sterile towel (2) Sterile cotton balls Sterile cup Cleansing solution Sterile forceps (2) Paper bag	

Module IV-B-4

Sterile Dressing (cont'd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Use Evaluator's Final Checklist for checking out the student.		

Muscular System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 1 – Muscular System – Terminology	3	3
Student Self-Check		
Muscular System – True or False, Multiple Choice, Fill in the Blanks	4	4
Evaluator's Final Checklist: Muscular System (teacher-prepared written examination)	5	6

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SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip: "The Skeletal and Muscular System"

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 216-224	1
Elvira B. Ferris and Esther Skelley, *Body Structures and Functions,* pages 28-36	1
Karl S. Wittman, *Basic Sciences for Health Careers,* pages 99-116	1

Oklahoma Department of Education, *Health Occupations Education: Health Service Careers,* Module 189-C

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Module IV-C

Muscular System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out student.	Teacher-prepared written examination	

Module IV-D

Skeletal System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 1 – Skeletal System – Terminology	3	3
Student Assignment Sheet No. 2 – Bones and Joints	4	4
Student Self-Check		
Skeletal System – 5-Item Quiz	5	5
Evaluator's Final Checklist: Skeletal System (teacher-prepared written examination)	6	7
SUGGESTED AUDIOVISUAL MATERIALS		
South Carolina Department of Health and Environmental Control filmstrips: "I Am Joe's Spine" "Human Body –	2	
The Muscular System" Trainex filmstrip: "The Skeletal and Muscular System"	2	
RECOMMENDED REFERENCES		
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 216-224	1	
Elvira B. Ferris and Esther Skelley, *Body Structures and Functions*, pages 14-26	1	
Karl S. Wittman, *Basic Sciences for Health Careers*, pages 80 -98	1	

Oklahoma Department of Education, *Health Occupations Education: Health Service Careers*, Module 189-C

Module IV-D

Skeletal System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	None	Text references used in Learning Activity No. 1	
5	None		Make answer key available to student.
6	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module IV-D-1

Care of the Patient in Traction

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – Guidelines for the Care of the Patient in Traction	3	3
Student Self-Check		
Care of the Patient in Traction – Fill in the Blanks, True or False, Completion	5	4
Evaluator's Final Checklist: Care of the Patient in Traction (performance)	6	6
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Care of the Patient in Traction'	2	
RECOMMENDED REFERENCES		
Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 221-223	1	
Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services,* pages 454-455	1	
Oklahoma State Department of Education, *Health Occupations Education: Health Service Careers,* Module 189-C		

Module IV-D-1

Care of the Patient in Traction

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	None		
4	Allow *sufficient* time for practice.	Traction set-up Patient in traction	
5	None		Make answer key available to student.
6	Use the Evaluator's Final Checklist for checking out the student.		

Module IV-D-2

Care of the Patient With a Cast
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Self-Check		
Care of the Patient With a Cast — True or False, Multiple Choice, Fill in the Blanks	4	3
Evaluator's Final Checklist: Care of the Patient With a Cast (performance)	5	5
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Care of a Patient In a Cast"	2	

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 221-224

Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 451-454, 455-457

Oklahoma Department of Education, *Health Occupations Education: Health Service Careers*, Module 189-C

Module IV-D-2

Care of the Patient With a Cast

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	Allow *sufficient* time for practice.	Patient or manikin with cast Bed Soap and water Bath towel and washcloth Lotion Gauze and tape	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.		

Module IV-E

Circulatory System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 1 – Circulatory System – Terminology	2	3
Student Assignment Sheet No. 2 – Veins and Arteries	6	4
Student Assignment Sheet No. 3 – Diseases or Conditions Related to Circulatory System	7	5
Student Self-Check		
Circulatory System – 10-Item Quiz	8	6
Evaluator's Final Checklist: Circulatory System (teacher-prepared written examination)	9	8

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrips: "How Your Heart and Circulation Works"	3
"Heart: Anatomy I"	3
"Heart: Anatomy II"	3

RECOMMENDED REFERENCES

	Activity
Elvira B. Ferris and Esther G. Skelley, *Body Structures and Functions*, pages 38-66	1
Esther Caldwell and Barbara Gegner, *Health Assistant*, pages 208-215	1
Karl S. Whittman, *Basic Sciences for Health Careers*, pages 196-211	1

Module IV-E

Circulatory System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Review terminology aloud with students. Have medical dictionary available.	*Taber's Cyclopedic Medical Dictionary*	
3	Allow entire class to view filmstrip. If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Cassette player Screen	
4, 5, 6	If recommended text not available, make transparency with labeled diagram for students to draw. Have students examine torso model in class, if available.		
7	Have group discussions on various diseases. Have each group describe disease to class and the manner in which it affects the circulatory system.		

Circulatory System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
8	None		Make answer key available to student.
9	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

CPR – Cardiopulmonary Resuscitation
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – CPR	2	3
Student Information Sheet No. 2 – High Risk Factors	2	4
Student Information Sheet Nos. 3-7 – HSC-91-B, HSC-92-B, HSC-93-B, HSC-94-B and 95-B, HSC-96-B, Oklahoma Department of Education, *Health Occupations Education: Health Service Careers*	2	5
Student Information Sheet No. 8 – Combining Chest Compressions and Mouth-to-Mouth Breathing for the One-Rescuer CPR	2	6
Student Self-Checks		
CPR – Questions	4	10
CPR – Multiple Choice	6	11
Instructor's Final Checklist: Cardiopulmonary Resuscitation (performance)	8	13
SUGGESTED AUDIO-VISUAL MATERIALS		
Trainex filmstrip: "Cardiopulmonary Resuscitation: A Second Chance for Life"	5	
"Cardiopulmonary Resuscitation: Technique for One-Rescuer"		
"Cardiopulmonary Resuscitation: Technique for Two-Rescuers"		
"Cardiopulmonary Resuscitation: Techniques for Infants and Children"		
RECOMMENDED REFERENCES		
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 738-751	3	
American National Red Cross, "Red Cross CPR Module," Respiratory and Circulatory *Emergencies*, 1980 Edition, pages 2-1 through 3-25		

Module IV-E-1

CPR – Cardiopulmonary Resuscitation

(Title)

CONTENTS OF MODULE

Student Information

	Activity	Page
Student Information Sheet No. 9: Combining Chest Compressions and Mouth-to-Mouth Breathing for the One-Rescuer CPR	2	7
Student Information Sheet No. 10: Changing from One-Rescuer CPR to Two-Rescuer CPR	2	8
Student Information Sheet No. 11: Basic Steps for One-Rescuer CPR	2	9

Student Self-Check

Instructor's Final Checklist:

SUGGESTED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

Module IV-E-1

CPR – Cardiopulmonary Resuscitation

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	If available, use Red Cross modules. Use other sources (American Heart) if ones listed are not available.		Assistance is available from: Local affilate of the American Heart Association Red Cross Emergency medical services personnel
2,3	Distribute reading material in preceding class. Discuss questions aloud with students during class.		
4	None		Make answer key available to student.
5	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Projector Casette player Screen	
6	Review questions.		Make answer key available to student.

CPR – Cardiopulmonary Resuscitation

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
7	Demonstrate CPR with manikin. Allow ample time for students to practice with each other.		
8	Use the Evaluator's Final Checklist for checking out the student.		

Module IV-F

Respiratory System
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. I — Respiratory System — Terminology	4	3
Student Self-Checks		
Respiratory System — Fill in the blanks	7	4
Label Diagram	7	5
Evaluator's Final Checklist: Respiratory System (teacher-prepared written examination)	8	7
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrips: "Physiology of Respiration"	5	
"Respiratory System, Digestive System and Special Senses"	5	
RECOMMENDED REFERENCES		
Elvira B. Ferris and Esther G. Skelley, *Body Structures and Functions*, pages 67-78	3	
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 199-207	1 & 6	
Karl S. Whittman, *Basic Sciences for Health Careers*, pages 177-187	2	

Module IV-F

Respiratory System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1,2,3	Use other references if desired.		
4	Review terminology aloud with class.	*Taber's Cyclopedic Medical Dictionary*	
5	Allow entire class to view filmstrip. If recommended filmstrips are not available, use other appropriate audio-visual materials.		
6	If recommended text is not available, prepare transparency with labeled diagram for students to draw.		
7	None		Make answer key available to student.

Module IV-F

Respiratory System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
8	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	
	Extended Learning: Have students point out organs on torso. Practice breathing exercises in class.		

Module V-F-1

Care of the Patient Receiving Oxygen

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheets: pages HSC 163-C – HSC 177-C (Oklahoma State Department of Education, *Health Occupations Education: Health Service Careers*)	2	
Student Self-Checks		
Care of the Patient Receiving Oxygen – Terminology	3	3
Care of the Patient Receiving Oxygen Discussion Questions	5	4
Evaluator's Final Checklist: Care of the Patient Receiving Oxygen (performance)	7	6
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Oxygen Administration"	4	
RECOMMENDED REFERENCES		
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 199-207	1	
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 523-539	1	

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Module IV-F-1

Care of the Patient Receiving Oxygen

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Copy and distribute Student Information Sheets extracted from pages HSC 163-C – HSC 177-C, *Health Occupations Education: Health Service Careers,* Oklahoma Department of Education.		
3	None		Make answer key available to student.
4	If recommend filmstrip is not available, use other appropriate audiovisual materials. View filmstrip with entire class.	Filmstripprojector Cassette player Screen	
5	Review discussion questions.		Make answer key available to student.

Module IV-F-1

Care of the Patient Receiving Oxygen

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Demonstrate on student volunteer the administration of oxygen.	Oxygen set-up Student volunteer or teaching manikin	
7	Use the Evaluator's Final Checklist for checking out the student. Extended Learning: Arrange to have a respiratory therapist speak to the class.		

Module IV-F-2

Tracheostomy Care

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – Caring for the Tracheostomy	2	3
Student Information Sheet No. 2 – Procedure for Suctioning a Tracheostomy	2	6
Student Assignment Sheet No. 1 – Tracheostomy - Discussion Questions	3	7
Student Self-Check		
Tracheostomy Care – True/False	5	8
Evaluator's Final Checklist: Tracheostomy Care (performance)	7	10

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrips: "Tracheostomy Care"	4
"Tracheostomy Care – The Cuffed Tube"	

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 199-206	1

Tracheostomy Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other reference if desired.		
2	Review Student Information Sheets with class. Have available tracheostomy instruments for use by students, if possible.	Cannulas Obturator Tracheal dilater	
3	Discuss answers aloud with class.		
4	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Cassett player Screen	
5	None		Make answer key available to student.

Tracheostomy Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Demonstrate on manikin proper tracheostomy care. Have students practice in groups.	Manikin Tracheostomy care kit and supplies Compresses Gloves Suction machine and apparatus	
7	Use the Evaluator's Final Checklist for checking out the student.		

Module IV-F-3

Collection of Sputum Specimen
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Collection of Sputum Specimen — True/False	3	3
Evaluator's Final Checklist: Collection of Sputum Specimen (performance)	5	4

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 547-548	1
Esther Caldwell and Barbara Hegner, *Health Assistant*, page 87	2

Collection of Sputum Specimen

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1, 2	Use other references if desired.		
3	None		Make answer key available to students.
4	Have students practice collecting their own sputum. Then practice with other classmates.	Specimen containers, labels, patient chart with physician's orders, tissues, emesis basin, pen, glass of water, laboratory requisition	
5	Provide actual experience for Check-Out Activities. Use the Evaluator's Final Checklist for checking out student.		

Suctioning Nasal Passage and Throat
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Suctioning Respiratory Passages	1	3
Student Information Sheet No. 2 – Nasopharyngeal Suctioning	1	4
Student Information Sheet No. 3 – Oropharyngeal Suctioning	1	7
Student Self-Check		
Suctioning Nasal Passage and Throat – True or False and Completion	2	8
Evaluator's Final Checklist: Suctioning Nasal Passage and Throat (performance)	5	10

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

Module IV-F-4

Suctioning Nasal Passage and Throat

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Review Student Information Sheets Nos. 1, 2, and 3 with students.		
2			Make answer key available to student.
3, 4	Using volunteer or manikin, demonstrate proper technique for suctioning.	Suction apparatus Tubing Manikin or student volunteer	
5	Use Evaluator's Final Checklist for checking out the student.		

Module IV-G

Digestive System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 1 – Digestive System – Terminology	4	3
Student Assignment Sheet No. 2 – Questions Related to Digestive System	5	4
Student Assignment Sheet No. 3 – The Digestive Organs	7	5
Student Self-Check		
Digestive System – Terminology (Matching)	9	6
Identification	9	7
Evaluator's Final Checklist: Digestive System (teacher-prepared written examination)	10	9

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrips: "Physiology of the Upper Gastrointestional Tract" "Physiology of the Lower Gastrointestional Tract" "Respiratory System, Digestive System and Special Senses"	6

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 240-247	1
Elvira B. Ferris and Esther G. Skelley, *Body Structures and Functions*, pages 79-94	2
Karl S. Whittman, *Basic Sciences for Health Careers*, pages 240-250	3

Module IV-G

Digestive System

(Title)

Learning Activity No.	**Suggestions**	**Tools, Equipment and Supplies**	**Teacher's Notes**
1	Use other references if desired.		
2	Review terminology with entire class.	*Taber's Cyclopedic Medical Dictionary*	
3	Have group discussions answering the six questions.		
4	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Cassette player Screen	
5	If necessary, make transparency pointing out organs to class.		

Digestive System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	If you have torso model, have individual students come forward and point out organs before entire class. Then allow practice time.	Human torso model	
7	None		Make answer key available to student.
8	Use Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module IV-G-1

Colostomy Care
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Colostomy Care - Terminology	2	3
Student Information Sheet No. 2 – Colostomy Care and Considerations	2	4
Student Information Sheet No. 3 – Skin care and odors related to colostomy care	2	5
Student Information Sheet No. 4 – Colostomy Dressing	2	6
Student Information Sheet No. 5 – Colostomy Appliances	2	7
Student Information Sheet No. 6 – Colostomy Irrigation	2	10
Student Self-Check		
Colostomy Care – Definitions	4	14
Evaluator's Final Checklist: Colostomy Care (performance)	6	16

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrips – "Colostomy Care"	3
"Colostomy Irrigation"	

RECOMMENDED REFERENCES

	Activity
Lucille A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 410-415	1

Module IV-G-1

Colostomy Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Discuss Student Information Sheets Nos. 1-6 after students have read them.		
3	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Cassette player Screen	
4	None		Make answer key available to student.
5	Use manikin and student volunteer. If available, have colostomate visit class to offer ideas on improving technique.	Colostomy appliance Manikin with simulated colostomy Ointment Adhesive Irrigation materials	

Colostomy Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Use Evaluator's Final Checklist for checking out the student.		

Bowel Elimination

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Bowel Elimination – Crossword puzzle, Fill in the Blanks	3	3, 5
Evaluator's Final Checklist: Bowel Elimination (performance)	5	7

SUGGESTED AUDIOVISUAL MATERIALS

	Activity	Page
Trainex filmstrip: "Cleansing Enema"	2	

RECOMMENDED REFERENCES

	Activity	Page
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 387-422	1	
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 240-247		

Bowel Elimination

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Allow entire class to view filmstrip. If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	None		Make answer key available to student.
4	Have students work in groups. Have several different enema set ups available.	Enema simulator or manikin Enema materials and solutions Rectal tube Bath thermometer Physician's orders	
5	Use the Evaluator's Final Checklist for checking out the student.		

Module IV-G-3

Basic Nutrition and Diet Therapy

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 – Basic Nutrition and Diet Therapy - Terminology	2	3
Student Assignment Sheet No. 2 – Make a Poster on Nutrition	5	4
Student Self-Check		
Basic Nutrition and Diet Therapy – Terminology, Completion	8	5
Evaluator's Final Checklist: Basic Nutrition and Diet Therapy (teacher-prepared written examination and poster)	9	7

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 96-103

Karl S. Wittman, *Basic Sciences for Health Careers,* pages 233-239, 263-284

Julian Otto and Nassif Tether, *Modern Health,* pages 314-335

Oklahoma Department of Education, *Health Occupations Education: Health Service Careers,* Modules 5D-20D

Module IV-G-3

Basic Nutrition and Diet Therapy

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Student will find a short definition to most terms as they read the material. Review terms with group.	*Taber's Cyclopedic Medical Dictionary*	
3			Make answer key available to student.
4	Provide copies (for Student Information Sheets) of 5D-20D, Oklahoma Department of Education, *Health Occupations Education: Health Service Careers.*		
5	Make a list of topics which you would like included for the posters. Determine criteria for grading. Display posters in an area which allows everyone to view them.	Magazines that contain food pictures Scissors Gloves Magic markers, letters of alphabet Poster paper	

Module IV G-3

Basic Nutrition and Diet Therapy

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Provide chart depicting nutrients and calories in foods.		
7	Arrange time for class discussion, assigning specific topics to individual students.		
8	None		Make answer key available to student.
9	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination (Refer to Learning Activities.)	

Module IV-G-4

Preparing and Giving Tube Feeding (Gavage)
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Preparing and Giving Tube Feeding – Terminology	4	3
Evaluator's Final Checklist: Preparing and Giving Tuba Feeding (performance)	5	5
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Gavage"	2	
RECOMMENDED REFERENCES		
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 545-566	1	

Preparing and Giving Tube Feeding (Gavage)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	If simulator is not available, use tube and let flow into a container.	Asepto syringe Warmed formula Container with water at room temperature Towel Patient or simulator with nasogastric or gastrostomy tube Physician's orders	
4.	None		Make answer key available to student.
5.	Use the Evaluator's Final Checklist for checking out the student.		

Urinary System
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 – Urinary System - Terminology	2	3
Student Assignment Sheet No. 2 – Diagram	4	4
Student Self-Check		
Urinary System - Terminology, Multiple Choice, Fill-in-the Blanks	7	5
Evaluator's Final Checklist: Urinary System (Teacher-prepared written examination)	8	
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Anatomy of the Kidneys, Ureters and Bladder"	3	

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 249-256

Karl S. Wittman, *Basic Sciences for Health Careers*, pages 213-217

Elvira B. Ferris and Esther G. Skelley, *Body Structures and Functions*, pages 96-100

Urinary System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Review definitions with class as a group.	*Taber's Cyclopedic Medical Dictionary*	
3	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
4	Provide labeled diagram similar to one students will draw and label.	Charts or diagrams	
5	Provide human torso model.	Human torso model	Provide key to torso model.

Urinary System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	None		Make answer key available to student.
8	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Urinary Catheter Care for Indwelling Catheter
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Principles of Urinary Catheter Care	3	3
Student Self-Check		
Urinary Catheter Care for Indwelling Catheter – Fill in the Blanks	5	4
Evaluator's Final Checklist: Urinary Catheter Care for Indwelling Catheter (performance)	7	6

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip: "Urinary Care"	2

RECOMMENDED REFERENCES

Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services,* pages 318-321

Urinary Catheter Care for Indwelling Catheter

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired. *Health Occupations Education: Health Service Careers*, Oklahoma State Department of Education, contains a job sheet (No. 7) on catheter care.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Cassette player Screen	
3	Review Student Information Sheet in class.		
4	Demonstrate procedure.	Patient or manikin with Foley catheter Catheter care kit or disposable gloves Cotton balls Small basin Providone — iodine solution	
5	None		Make answer key available to student.

Urinary Catheter Care for Indwelling Catheter

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Provide sufficient time and supplies for practice. Use antiseptic solution that is used in your local health care facility.	Same as No. 4	
7	Arrange sufficient time for final evaluation using manikin. Use the Evaluator's Final Checklist for checking out the student.	Same as No. 4	

Module IV-H-2

Obtaining Urine Specimens from Catheterized Patient

(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Obtaining Urine Specimen in the Catheterized Patient	1	3
Student Self-Check		
Obtaining Urine Specimens from Catheterized Patient – Matching, Fill in the Blanks	4	5
Evaluator's Final Checklist: Obtaining Urine Specimens from the Catheterized Patient (performance)	5	7

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

Obtaining Urine Specimens from the Catheterized Patient

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Add any additional information that may be pertinent to your local health care facility.		
2	Demonstrate correct method.	Patient or simulator with urinary catheterization Alcohol swabs Small injection syringe (2 cc) with needle (25 gauge) Retention catheter connected to drainage bag Sterile specimen container Laboratory requisition for culture Container to dispose of needle	
3	Allow time for practice. Fill catheter with solution prior to practice. A small amount of instant tea added to water will give appearance of urine.	Same as No. 2	
4	None		Make answer key available to student.
5	Use Evaluator's Final Checklist for checking out the student.	Same as No. 2	

Module V-H-3

Inserting a Catheter: Urethral and Retention
(Removal of Retention Catheter)
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Catheters	1	3
Student Information Sheet No. 2 – Insertion of Urethral Catheter	1	4
Student Information Sheet No. 3 – Variation: Insertion of Retention Urethral Catheter	1	6
Student Information Sheet No. 4 – Removal of Retention (Indwelling) Catheter	1	8
Student Self-Check		
Inserting a Catheter: Urethral and Retention – Fill in the Blanks	3	
Evaluator's Final Checklist: Inserting a Catheter: Urethral and Retention (Removal of Retention Catheter) Performance	7	11
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrip: "Urinary Catheterization"	2	

RECOMMENDED REFERENCES

Inserting a Catheter: Urethral and Retention
(Removal of Retention Catheter)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials or demonstrate.	Filmstrip projector Cassette player Screen	
3	None		Make answer key available to student.
4	Allow sufficient time for practice. May divide class into groups for this practice. Avoid using provodine-iodine on manikin: solution will damage or stain manikin.	Physician's order Manikin Bath blanket Hand washing facilities Catheter tray with sterile gloves Adequate light Chart for recording procedure Injection syringe with needle	
5	Allow sufficient time for practice.	Same as No. 4 except: Use Foley catheter tray with drainage bag.	

Inserting a Catheter: Urethral and Retention
(Removal of Retention Catheter)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	May remove catheter that has been inserted.	Chart with physician's order and treatment sheet or notes Injection syringe with needle Paper bag or paper towel	
7	Use the Evaluator's Final Checklist for checking out the student.	Same as Nos. 4, 5 and 6	

Reproductive System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 — Reproductive System (Disorders and Diagnostic Tests)	2	3
Student Assignment Sheet No. 1 — Reproductive System — Terminology	3	5
Student Assignment Sheet No. 2 — Male Reproductive System	5	6
Student Assignment Sheet No. 3 — Female Reproductive System (External Organs)	6	7
Student Assignment Sheet No. 4 — Female Reproductive System (Internal Organs)	6	8
Student Self-Check		
Reproductive System — Terminology - Matching	8	11
Evaluator's Final Checklist: Reproductive System (teacher-prepared written examination)	9	14

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SUGGESTED AUDIOVISUAL MATERIALS

Trainex filmstrip: "Reproductive System" 4

Encyclopedia Brittainnica filmstrip: "Reproductive System"

S. C. Dept. of Health and Environmental Control film: "Human Reproduction" (16 mm)

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 257-264

Karl S. Wittman, Basic Sciences for Health Careers, pages 285-295

Elvira Ferris and Esther Skelley, *Body Structures and Functions*, pages 108-117

Module IV-1

Reproductive System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 5 – Female Reproductive System (Uterus and Fallopian Tubes)	6	9
Student Assignment Sheet No. 6 – Side View of the Breast	6	10

Student Self-Check

Evaluator's Final Checklist:

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

MODULE IV-1

Reproductive System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired. *Modern Health* has supplementary text called *Modern Sex Education.* Planned parenthood has materials on contraceptives.		
2	None		
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
5	Make key to labeled diagrams available.		

Module IV-1

Reproductive System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Make key to labeled diagrams available.		
7	Arrange sufficient time for discussions. Assign student to a partner. Each one should feel comfortable pronouncing terms and explaining functions.		
8	None		Make answer key available to student.
9	Arrange time for discussion or review.		
10	Use the Evaluator's Final Checklist for checking out the students.	Teacher-prepared written examination	

Vaginal Irrigation
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Vaginal Irrigation	1	3
Student Self-Check		
Vaginal Irrigation – True/False, Listing	3	4
Evaluator's Final Checklist: Vaginal Irrigation (Performance)	6	6

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 262 263	2
Nursing Assistant, V-TECS Catalog, page 85	

Vaginal Irrigation

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	Use other references if desired.		
3	None		Make answer key available to student.
4	Demonstrate procedure. You may use the procedure followed by the local health care facility.	Manikin Physician's order Vaginal irrigation kit Bed protector Gloves Cup with cotton balls Irrigation stand Solution ordered by physician Bed pan with toilet tissue Chart	

Vaginal Irrigation

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
5	Provide sufficient time for practice. May use peer as supervisor to accomplish this activity.	Same as No. 4	
6	Use the Evaluator's Final Checklist for checking out the student.	Same as No. 4	

Module IV-I-2

Perineal Care
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Perineal Care – Fill in the Blanks	4	3
Evaluator's Final Checklist: Perineal Care (Performance)	5	5

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

	Activity
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services*, pages 682-690	1 & 3
Nursing Assistant, V-Tecs Catalog, page 84	3

Perineal Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	May follow the procedure used in local health care facility.	Perineal care set 250 cc container for solution Cotton balls or wipes Dressing or sanitary pad T-binder Dressing forcep (optional) Plastic bag Disposable gloves (optional) Bed pan Bath blanket Patient or manikin	
3	Allow sufficient time for practice.	Same as No. 2	
4	None		Make answer key available to student.

Perineal Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
5	Use the Evaluator's Final Checklist for checking out the student.	Same as No. 2	

Module IV-J

Endocrine System

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Information Sheet No. 1 – Endocrine System	3	3
Student Assignment Sheet No. 1 – Endocrine System - Terminology	2	8
Student Assignment Sheet No. 2 – Endocrine Glands	4	9
Student Assignment Sheet No. 3 – Review of Endocrine System	6	10
Answers – Student Assignment Sheet No. 3		12
Student Self-Check		
Endocrine System – Terminology, Multiple Choice, Labeling of Diagram	8	13
Evaluator's Final Checklist: Endocrine System (teacher-prepared written examination)	10	17

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip: "Endocrine System"	5

RECOMMENDED REFERENCES

	Activity
Esther Caldwell and Barbara Hegner, *Health Assistant*, pages 225-230	1
Karl S. Wittman, *Basic Sciences for Health Careers*, pages 165-176	
Elvira Ferris and Esther Skelley, *Body Structures and Functions*, pages 118-132	
Julian Otto and Tether Nassif, *Modern Health*, pages 240-255	

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Endocrine System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	None	*Taber's Cyclopedic Medical Dictionary*	
3	None		
4	None		Make answer key available to student.
5	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Cassette player Screen	

Endocrine System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		Make answer key available to student.
7	Arrange time for discussion and review.		
8	None		Make answer key available to student.
9	None		
10	Use Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module IV-K

Nervous System
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 1 — Nervous System - Terminology	2	3
Student Assignment Sheet No. 2 — Nervous System - Diagrams	2	4
Student Self-Check		
Nervous System — Fill in the Blanks, Diagrams	3	5
Evaluator's Final Checklist: Nervous System (teacher-prepared written examination)	4	9

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 231-239

Elvira B. Ferris and Esther Skelley, *Body Structure and Functions,* pages 133-140

Karl S. Wittman, *Basic Sciences for Health Careers,* pages 117-143

Module IV-K

Nervous System

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Review terminology with students. Make transparency with definitions for students to view while discussing. Do same with diagrams.	Overhead projector	
3	None		Make answer key available to student.
4	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module V-A

Geriatrics, or the Care of the Aging

(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Information Sheet No. 1 – Geriatrics; Psychological, Emotional and Physical Changes	1	3
Student Information Sheet No. 2 – Geriatrics; Rehabilitation, General Hygiene and Dietary Modification	1	9
Student Information Sheet No. 3 – Geriatrics; Safety	1	12
Student Information Sheet No. 4 – Geriatrics; Adjustment to Changing Needs	1	13
Student Assignment Sheet No. 1 – Geriatrics (Terminology)	2	15
Student Self-Check		
Geriatrics, or the Care of the Aging - Multiple Choice	4	19
Evaluator's Final Checklist: Geriatrics, or the Care of the Aging (teacher-prepared written examination; completion of Student Assignment Sheets Nos. 1-4)	9	22

SUGGESTED AUDIOVISUAL MATERIALS

	Activity	Page
Trainex filmstrips: "Growing Old in America"		
"Gerontological Nursing: A New Breed, A Growing Need"	3	

RECOMMENDED REFERENCES

	Activity	Page
Esther Caldwell and Barbara Hegner, *Geriatrics Nursing: A Study of Maturity*, pages 1-19; 27-33; 82-87; 96-121		1

(Since this book may not be in every classroom, the Student Information Sheets summarize these chapters.)

Module V-A

Geriatrics, or the Care of the Aging
(Title)

CONTENTS OF MODULE

Student Information	Activity	Page
Student Assignment Sheet No. 2 — Geriatrics (Creative writing)	5	16
Student Assignment Sheet No. 3 — Geriatrics (Interview and creative writing)	6	17
Student Assignment Sheet No. 4 — Geriatrics (Research)	7	18

Student Self-Check

Evaluator's Final Checklist:

SUGGESTED AUDIOVISUAL MATERIALS

"The Challenges of Aging: Change and Loss"

"Human Sexuality with Aging"

RECOMMENDED REFERENCES

Module V-A

Geriatrics, or The Care of the Aging

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	Review terminology with group.	*Taber's Cyclopedic Medical Dictionary*	
3	If recommended filmstrips are not available, use other appropriate audio-visual materials. Local nursing homes may have filmstrips for loan to use in classroom.	Filmstrip projector Cassette player Screen	
4	None		Make answer key available to student.
5	Provide time (e.g., class time or homework assignment). Explain any specific criteria you may desire for assignment (such as length of report, written in ink, etc.)		

Geriatrics, or The Care of the Aging

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Take a field trip to a nursing home if persons not in community. Coordinate with nursing home director to talk with patients or select patients for this activity.		
7	Use other topics if desired. Reference material available in classroom may determine topics. Provide list of topics to librarian. Arrange time for student to use library resource. Explain criteria for report.	Library resources such as periodicals, encyclopedia, etc.	
8	Allow time for reports and discussions. Limit of 3 minutes may be necessary if you have a large group.	Podium for student to place notes	
9	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Module V-B

Care of the Dying Patient
(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Assignment Sheet No. 1 – Care of the Dying Patient – Terminology	3	3
Student Self-Check		
Care of the Dying Patient – Fill in the Blanks	4	4
Evaluator's Final Checklist: Care of the Dying Patient (teacher-prepared written examination)	5	6
SUGGESTED AUDIOVISUAL MATERIALS		
Trainex filmstrips: "Care of the Patient Who is Dying"; "Care of the Patient with Terminal Cancer"	3	
S. C. Department of Mental Health: "Death and Dying" series (5 films)		
RECOMMENDED REFERENCES		
Esther Caldwell and Barbara Hegner, *Health Assistant,* pages 112-115	1	
Lucile A. Wood and Beverly J. Rambo, *Nursing Skills for Allied Health Services,* pages 368-370	1	

Care of the Dying Patient

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrips are not available, use other appropriate audio-visual materials.	Filmstrip projector Screen Cassette player	
3	None	*Taber's Cyclopedic Medical Dictionary*	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

Postmortem Care

(Title)

CONTENTS OF MODULE

	Activity	Page
Student Information		
Student Self-Check		
Postmortem Care – True or False	4	3
Evaluator's Final Checklist: Postmortem Care (performance)	5	5

SUGGESTED AUDIOVISUAL MATERIALS

	Activity	Page
Trainex filmstrip: "Care of the Patient Who Is Dying"	2	

RECOMMENDED REFERENCES

	Activity	Page
Esther Caldwell and Barbara Hegner, *Health Assistant*, page 114	1	
Lucile A. Wood and Beverly J. Rambo *Nursing Skills for Allied Health Services*, pages 704-707	1	

Postmortem Care

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrip is not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	Allow sufficient time for practice.	3 tags, clean gown, basin, soap, water, towel, wash cloth, rubber bands, envelope for valuables, shroud, 4 x 4 gauze, cotton balls, paper bag, valuables list, manikin	
4	None		Make answer key available to student.
5	Use the Evaluator's Final Checklist for checking out the student.		

Module VI-A

Care and Use of the Microscope
(Title)

CONTENTS OF MODULE

Student Information	**Activity**	**Page**
Student Information Sheet No. 1 – Parts of the Microscope	1	3
Student Information Sheet No. 2 – Care of the Microscope	1	6
Student Information Sheet No. 3 – Use of the Microscope	1	7
Student Information Sheet No. 4 – Types of Microscopes	1	9
Student Assignment Sheet No. 1 – Function of Parts of Microscope	3	10
Student Self-Check		
Care and Use of the Microscope – Diagram, Listing	7	14
Evaluator's Final Checklist: Care and Use of the Microscope (teacher-prepared written examination)		16

SUGGESTED AUDIOVISUAL MATERIALS

	Activity
Trainex filmstrip "The Microscope: Parts I and II"	2

RECOMMENDED REFERENCES

	Activity
Gabrielle Edwards and Marion Cimmino, *Laboratory Techniques for High Schools*	1
Jean Linne and Karen Ringsrud, *Basic Laboratory Techniques for the Laboratory Technician*	

Care and Use of the Microscope
(Title)

CONTENTS OF MODULE

Student Information	**Activity**	**Page**
Student Assignment Sheet No. 2 – Temporary Slide	5	11
Student Assignment Sheet No. 3 – Preparation and Adjustment of the Microscope	6	12

Student Self-Check

Evaluator's Final Checklist:

SUGGESTED AUDIOVISUAL MATERIALS

RECOMMENDED REFERENCES

Care and Use of the Microscope

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if desired.		
2	If recommended filmstrips are not available, use other appropriate audiovisual materials.	Filmstrip projector Screen Cassette player	
3	None		
4	None		
5, 6	None	Lens paper or clean cloth Microscope Slide (for each student) Slide cover Newspaper, magazines, scissors Water with dropper	

Care and Use of the Microscope

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
7	None		Make answer key available to student.
8	Use the Evaluator's Final Checklist for checking out the student.	Teacher-prepared written examination	

______________________ (Signature of Instructor)

______________________ (Date)

ACHIEVEMENT RECORD

HEALTH OCCUPATIONS I

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
I. Medical and Surgical Asepsis			
A. Use proper handwashing technique.			
B. Prepare equipment for sterilization.			
C. Prepare isolation unit.			
D. Perform terminal disinfection of an isolation unit.			
E. Serve and remove food tray from isolation unit.			
F. Put on and remove sterile gloves.			
G. Put on and remove mask.			
H. Put on and remove sterile gown.			
I. Put on and remove unsterile gown.			
II. Vital Signs			
A. Measure and record temperature:			
1. oral temperature.			
2. rectal temperature.			
3. axillary temperature.			
4. Record temperature on graphic chart.			
B. Measure and record pulse at six sites.			
1. radial pulse.			
2. temporal pulse.			
3 femoral pulse			

*Accomplished: Student has demonstrated mastery of the competency by satisfactorily performing in the classroom laboratory and/or clinical setting.

**Needs Improvement: Student has attempted mastery of the competency, but needs additional practice and supervision (preferably during orientation phase of employment).

***Not Accomplished: Student has not demonstrated mastery of the competency. In-depth instruction and practice under supervision are recommended.

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
4. carotid pulse.			
5. pedal pulse.			
6. apical pulse.			
7. Record pulse measurement on graphic chart.			
C. Measure and record respiration.			
1. Measure respiratory rate.			
2. Describe rhythm and depth of respiration.			
3. Record rate on graphic chart.			
D. Measure and record blood pressure.			
1. Measure blood pressure.			
2. Record blood pressure on graphic chart.			
III. Physical Exam			
A. Measure and record height and weight.			
B. Position and drape patient for examination:			
1. horizontal recumbent.			
2. prone.			
3. dorsal recumbent.			
4. Sims.			
5. semi-Fowlers.			
6. knee chest.			
7. dorsal lithotomy.			
C. Assemble proper equipment and supplies.			
D. Administer eye chart exam.			

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COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
IV. Patient Body Mechanics			
A. Transfer patient from bed to stretcher.			
B. Transfer patient from bed to wheelchair.			
C. Transport injured victims:			
1. shoulder-drag method.			
2. blanket-drag method.			
3. chair-lift.			
4. carry-by-extremities method.			
5. two-person carry.			
6. three-person hammock carry.			
D. Admit, transfer, and discharge patient.			
E. Position the patient:			
1. Sims position.			
2. prone position.			
3. supine position.			
F. Perform range of motion exercises.			
G. Ambulate the patient.			
1. Assist patient to dangle legs.			
2. Assist patient to crutch walk.			
3. Assist patient to use walker.			
4. Assist patient to ambulate.			
V. Bedmaking			
A. Make an unoccupied bed.			
B. Make an occupied bed.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
C. Make a surgical (post-operative) bed.			
D. Adjust the hospital bed.			
VI. Personal Care and Cleanliness			
A. Comb and/or brush hair.			
B. Clean and trim fingernails and toenails.			
C. Shampoo hair.			
D. Give a bath:			
1. partial or complete bed bath.			
2. tub and sitz bath.			
E. Shave a male patient.			
F. Care for the patient's skin.			
1. Give a back rub.			
2. Give skin care to a comatose patient.			
3. Give skin care to patient in traction or a cast.			
4. Give skin care to patient with decubitus ulcer.			
G. Give oral care.			
H. Assist patient to dress and undress.			
VII. Communications			
A. Screen incoming call; record and relay message.			
B. Assist patient in placing outgoing call.			
C. Greet and direct visitors.			
D. Initiate and respond to intercom communication.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
VIII. Assisting with Nutrition			
A. Serve food to patient.			
B. Assist patient to eat.			
C. Feed an infant.			
D. Distribute drinking water.			
E. Record intake on chart.			
IX. Intake and Output			
A. Collecting, testing, charting, and recording specimens			
1. Collect 24-hour urine specimen.			
2. Collect routine urine specimen.			
3. Collect clean catch (and/or mid-stream) urine.			
4. Collect a stool specimen.			
5. Collect a sputum specimen.			
6. Test urine for sugar and acetone.			
B. Assist with care of urinary drainage unit.			
C. Assist patient with elimination of body waste.			
D. Measure and record intake and output.			
X. First Aid			
A. Apply bandages:			
1. closed spiral dressing.			
2. open spiral dressing.			
3. figure eight bandage.			
4. cravat bandage.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
5. triangular head bandage.			
6. arm sling.			
B. Apply a splint:			
1. upper arm splint.			
2. forearm splint.			
3. knee splint.			
4. clavicle splint.			
C. Perform mouth to mouth resuscitation.			
D. Relieve obstructed airway:			
1. unconscious patient.			
2. conscious patient.			
XI. Pre and Post-Operative Care			
A. Provide pre-operative care .			
1. Clean and shave operative site.			
2. Prepare patient for surgery.			
B. Provide post-operative care.			
1. Check and record vital signs.			
2. Assist patient to turn, cough, and deep breathe.			
3. Perform range of motion exercises.			
4. Maintain proper body alignment.			
C. Observing, reporting and applying binders and bandages			
1. Apply a circular bandage.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
2. Apply a sculteus binder.			
3. Apply a breast binder.			
B. Apply restraints.			

Instructor's Comments:

________________ (Name of student)

________________ (Signature of instructor)

________________ (Date)

ACHIEVEMENT RECORD

HEALTH OCCUPATIONS II

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
I. Introduction to Health Occupations II			
A. Demonstrate a knowledge of the application of legal and ethical principles.			
B. Demonstrate a knowledge of the application of basic medical terminology.			
C. Demonstrate a knowledge of the application of interpersonal skills.			
D. Report and/or record observations and care.			
1. Assemble and maintain patient chart.			
2. Transcribe physician's orders.			
3. Assist in developing care plan.			
4. Participate in team conference.			
E. Clean and arrange patient unit.			
II. Exploring Health Careers			
A. Identify role and responsibilities of members of the health care team.			
B. Identify the various kinds of health care facilities.			
C. Identify educational programs and occupations available to health care workers.			
D. Job seeking			
1. Prepare letter for interview or application.			

*Accomplished: Student has demonstrated mastery of the competency by satisfactorily performing in the classroom laboratory and/or clinical setting.

**Needs Improvement: Student has attempted mastery of the competency, but needs additional practice and supervision (preferably during orientation phase of employment).

***Not Accomplished: Student has not demonstrated mastery of the competency. In-depth instruction and practice under supervision are recommended.

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
2. Complete a resume.			
3. Complete an application.			
4. Participate in job interview.			
5. Write letter of resignation.			
III. Safety and Fire Prevention			
A. Identify causes of accidents.			
B. Describe measures to prevent accidents to employees and patients.			
C. Demonstrate knowledge of procedures to follow in case of fire.			
1. Report fire.			
2. Locate and demonstrate use of fire extinguishers.			
3. Provide for patient safety and evacuation.			
D. Body alignment, balance and movement			
1. Describe seven check points of proper body alignment.			
2. Demonstrate proper body alignment, posture and movement.			
IV. The Microscope			
A. Demonstrate basic knowledge of the care and use of the microscope.			
V. Anatomy and Physiology			
A. Demonstrate a knowledge of the body as a whole in relation to the cells, tissues, organs, and systems			
B. Demonstrate a knowledge of the basic structure, function, medical terminology, and specific patient care task related to each body system.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
1. The Integumentary System			
a. Prepare and administer cold applications.			
1. Apply ice bag.			
2. Apply cold compress.			
3. Apply chemical cold pack.			
b. Prepare and administer hot applications.			
1. Apply heating pad.			
2. Apply warm (moist) compress.			
3. Apply hot water bag.			
4. Apply chemical hot pack.			
2. The Muscular System			
3. The Skeletal System			
a. Administer care to patient in traction.			
b. Administer care to patient in a cast.			
4. Circulatory System			
a. Perform cardiopulmonary resusitation (CPR):			
1. one-rescuer CPR.			
2. two-rescuer CPR.			
5. Respiratory System			
a. Administer care to the patient receiving oxygen.			
1. Assemble set-up and test functioning of equipment.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
2. Adjust oxygen flow.			
3. Adjust cannula, mask, or catheter to fit patient.			
b. Administer care to patient with a tracheostomy.			
1. Remove, clean and replace inner cannula.			
2. Suction tracheostomy.			
c. Collect sputum specimen.			
d. Suction nasal and throat passages.			
6. Digestive System			
a. Assist patient in bowel elimination.			
1. Prepare and administer an enema.			
2. Insert rectal tub.			
3. Remove fecal impaction.			
b. Administer colostomy care.			
1. Cleanse and inspect stoma and surrounding skin.			
2. Irrigate colostomy (2 to 4 days post surgery).			
3. Apply dressing and/or disposable bag.			
4. Report and/or record results on proper chart form.			
c. Prepare and administer tube feeding(gavage).			
7. Urinary System	26		
a. Administer catheter care for an indwelling catheter.			

COMPETENCIES	Accomplished*	Needs Improvement**	Not Accomplished***
b. Insert a urethral (straight) catheter.			
c. Insert a retention (or foley) catheter.			
d. Remove a retention (or foley) catheter.			
e. Obtain urine specimen from a straight and/or retention catheter.			
8. Reproductive System			
a. Administer perineal care.			
b. Prepare and administer vaginal irrigation.			
9. Endocrine System			
10. Nervous System			
V. Geriatric Care			
a. Identify physical, mental, and emotional changes that occur during the aging process.			
b. Identify and/or execute techniques for adjusting care for the geriatric patient.			
VI. Care of the Dying Patient			
a. Administer care related to the unique physical and emotional needs of dying patient.			
VII. Postmortem Care			
a. Administer post-mortem care.			
1. Prepare the body according to pre-established policy and procedure.			

Instructor's Comments:

RATING SCALE:
4. Exceptional/Always
3. Usually Successful
2. About 50-50
1. Seldom/Avoids

INTERPERSONAL SKILLS

In the instructor's opinion, this student exhibits:

	4	3	2	1
CONFIDENCE – Believes in self; others respect, admire, and emulate				
PERSEVERANCE – Continues difficult tasks until completed				
COMPREHENSION – Pays attention and "catches on" to ideas/situations				
INITIATIVE – Finds work to do without being told; is self-motivated				
RELIABILITY – Does tasks assigned without constant supervision				
TACT – Is careful not to hurt other's feelings or cause anger				
LOYALTY – Stands up for personal values and fully supports supervisors				
ENTHUSIASM – Demonstrates desire to learn and please; eager, earnest, zealous student worker				
COOPERATION – Demonstrates willingness to work as a team member and assist others				
ADAPTABILITY – Adjusts to changes in schedules and assignments.				
LEADERSHIP – Gets others to cooperate and channel their efforts towards a common goal				
POISE – Maintains self-control				
ORAL EXPRESSION – States information in a clear, logical order				
SOCIABLE – Makes friends easily and is open-minded				

____
Name of Student

____
Signature of Instructor

____
DATE

WORK HABITS

In the instructor's opinion, this student:	Satisfactory	Needs Improvement
Begins work promptly.		
Works without wasted efforts and resources.		
Follows established safety and health procedures without being reminded.		
Works courteously and cooperatively with others.		
Responds to evaluations and criticism with willingness to improve.		
Seeks out additional work and responsibilities.		

ACHIEVEMENT RECORD

The following student

____

is a graduate of

HEALTH OCCUPATIONS EDUCATION

at

____

and

has satisfactorily achieved the COMPETENCIES cited on the subsequent pages.

______________, 198__

____
(instructor)

SAMPLE CERTIFICATE

South Carolina Department of Education

OFFICE OF VOCATIONAL EDUCATION

HEALTH OCCUPATIONS EDUCATION

hereby certifies that

has satisfactorily completed the course in

at ______________________________ ______________________________ 19____

____
School Administrator

____
Instructor

____
State Consultant Health Occupations Education